

## **Montana Support Team System**

The Office of Public Instruction is dedicated to the academic success of all students, and it has been entrusted by the Board of Public Education (ARM 10.55.601 & 10.55.701) to assist all schools in providing the opportunity for all children to attend schools actively engaged in the continuous school improvement process. Selecting and training academic review teams to conduct on-site visits to provide ongoing support to Montana schools in this process is critical. Teams will provide each school they visit with a roadmap for the next steps in their continuous school improvement process. Visiting teams will use the correlates and indicators of school improvement. This alignment study is completed by conducting interviews, making visitations, and reviewing a portfolio the school will prepare prior to the team's arrival. Within three weeks after the on-site visit, the team will submit a report to the school that will provide detailed information targeting three areas: learning environment, efficiency, and academic performance. The team leader will maintain contact with the school throughout the year to assist them in their efforts to impact the learning environment and student achievement. The team will conduct a follow-up visit to determine progress that has been made and to offer further assistance in the targeted areas. Schools will emerge with a viable curriculum, challenging goals, parent and community involvement, a safe and culturally sensitive environment and collegiality and professionalism.

## The Scholastic Review Purpose

The Scholastic Review is a comprehensive review of a school's learning environment, efficiency, and academic performance. The purpose of the review is to analyze the strengths and limitations of the school's instructional and organizational effectiveness and to make specific recommendations to improve teaching and learning.

## School Support Team (SST)

*The Scholastic Review Process and Protocol Guidebook*, its companion document, *Correlates and Indicators and Glossary for Montana's School Support Teams*, are for team members to use in determining how effective the school has been in organizing its work around nine correlates. Below each correlate are indicators that show the degree to which the correlate is in place. It is very important to remember that every school may be in a different place with regard to implementation. Implementation will be seen in degrees. The *School Support Team* is a reflection tool to help team members focus on the degree to which the indicators are in place. Evaluative categories should be completed after the visits and visitations have been made. Using the *Performance Indicators for Montana's School Support Team*, team members will determine the performance levels observed under each indicator of nine correlates.

## Academic Performance

**Correlate 1: Curriculum-** The school develops and implements a curriculum that is rigorous, intentional, promotes excellence and is aligned to state and local standards and is culturally relevant.

**Correlate 2: Assessment-** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Correlate 3: Instruction-** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

## Learning Environment

**Correlate 4: School Culture-** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

**Correlate 5: Student, Family and Community Support-** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

**Correlate 6: Professional Growth, Development, and Evaluation-** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

## Efficiency

**Correlate 7: Leadership-** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

**Correlate 8: Organizational Structure and Resources-** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performances.

**Correlate 9: Comprehensive and Effective Planning-** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.